Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

		FOR TEA USE ONLY
Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Coolidge Independent School District	147-901	Coolidge Elementary School – 101; Coolidge High School -001	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-60000563	15	TX 17	032985293

Mailing address	City	State	ZIP Code
PO Box 70	Coolidge	TX	76635

Primary Contact

First name	M.I.	Last name	Title
Staci		Kirk	Director of Technology

Telephone #	Email address	FAX #
254-786-2206	skirk@coolidge.k12.tx.us	254-786-4835

Secondary Contact

First name	M.I.	Last name	Title
Robert		Lowry	Superintendent

Telephone #	Email address	FAX #
254-786-2206	rlowry@coolidge.k12.tx.us	254-786-4835

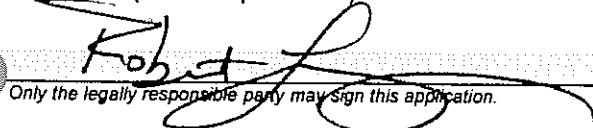**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Robert		Lowry	Superintendent

Telephone #	Email address	FAX #
254-786-2206	rlowry@coolidge.k12.tx.us	254-786-4835

Signature (blue ink preferred)   Date signed

May 8, 2014

Only the legally responsible party may sign this application.

701-14-107-062

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Coolidge Independent School District (CISD) is applying for the Technology Lending Program Grant (TLPG) because the district is in the 5th year of a one-to-one laptop lending program funded from TEA Vision 2020 grant funds and local funds; however student computers need to be updated so that these students have access to individual laptops outside the school day thus providing them with anytime/anywhere on-demand learning. For the last four years CISD's Technology Leadership Team (TLT) has analyzed the impact that the district's 1:1 technology has made by examining teacher surveys, holding focus groups with students and parents, and analyzing student achievement. Although many benefits have been documented, the single most important benefit is that 1:1 technology has allowed teachers to differentiate both in terms of how they teach and how the students are expected to demonstrate their learning. CISD teachers themselves report that before the 1:1 project, over half of their time was spent lecturing to entire classes, and they were unable to adapt to students' readiness levels or learning styles. These teachers report that they expected students to learn the material presented at whatever pace they determined or by the district curriculum. The teachers saw themselves as the one primary source of information in the room, along with resource materials such as encyclopedias or out-of-date textbooks. With 1:1 technology, teachers' assignments have become differentiated and individualized through the use of adaptive technology on a daily basis *(Connections Grant Evaluation Report, 2012)*. Traditional assignments are now remade into meaningful projects, student writings are being published through blogs, experts are interviewed in the classrooms through Skype, students are doing online research, and writing assignments have increased more than 70% *(CISD Teacher Surveys)*. **Development of Budget:** In the spring 2013, the Superintendent began soliciting feedback from stakeholders in the school district and the community regarding a School Improvement Plan. The Technology Leadership Team (TLT) composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents developed a comprehensive community and district needs assessment. Once the TLPG grant was announced this group provided guidance and insight during the planning stages and the development of this grant application by its members serving on various committees and deciding which campuses were most in need. The budget committee, led by the District Technology Director, addressed the fact that since CISD self-funds insurance on equipment and residential Internet access has already been addressed. Therefore, the committee developed a comprehensive budget that provided for: 1) technology devices that will provide access to digital content for students and 2) maintenance of equipment. Once this tentative budget was developed, it was presented to the entire TLT for input and approval. **Demographics of campuses related to the defined goals and purposes of the grant:** CISD is composed of two campuses – Coolidge Elementary (grades K-5) and Coolidge High School (grades 6-12). CISD is located in rural central Texas, 35 miles east of Waco and 100 miles south of Dallas, Texas. According to enrollment data CISD has a student enrollment of 322 students in PreKth-12th grades. Approximately 144 of these students will be enrolled in 6th-9th12thgrade during the 2014-15 school year. 178 students will be enrolled in grades PreK- 5. **24%** of the students in CISD are African American; **51%** Hispanic, and **25%** White. **83.5%** of the students are defined as Economically Disadvantaged and **68%** are At Risk of dropping out of high school. **22%** of the population of Coolidge does not speak English at home and the per capita annual income of the county is **$51,563,** as compared to **$53,046** for the State of Texas. The unemployment rate for this area is **10.5%** which is higher than the state at **7%**. Approximately, **20%** of the county's working age population do not have a high school diploma, and only **26%** of the labor force had a bachelor's degree or higher as compared to **34.2%** for Texas. Although these demographics look bleak, CISD has focused on the goals and purposes of the TLPG by engaging students in meaningful learning supported by modern digital tools, relevant technologies, tools and resources for personalized learning 24/7. 70% of CISD students have passed all sections of the STAAR test (not above the state average), 33% of the students have been deemed College Ready by the TEA, and 56% of the high school students are enrolled in college classes. Technology has extended learning opportunities for CISD students beyond the walls of the classrooms. *__Who Determines Needs Assessment Process:__* The Technology Leadership Team (TLT) composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents use needs assessment instruments, teacher, parent and student feedback, and the Texas STaR Chart to determine technology integration needs in relation to the District's Strategic Goals and Objectives. Specifically, the results obtained from the *TLT's* survey and data are used: 1) to track and measure progress in meeting the district's strategic goals; 2) to plan the implementation of new programs or services needed to meet goals; 3) to increase the efficiency of existing programs and to adjust programs to meet current needs; 4) to obtain feedback from all key stakeholders regarding needs. **Management Plan:** The Technology Leadership Team recognizes that the effective administration and management of

this program requires strong leadership skills, management experience, academic training and an understanding of disadvantaged communities. Given these essential characteristics, aptitudes and abilities, *the TLP district administration* will be provided by the TLPG Project Director (20%) who is currently the Technology Director at CISD. The Technology Director will provide the overall technology integration leadership for the district and the high-quality management on a day-by-day basis of the program. ***Program Evaluation:*** Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders (campus principal, technology coordinators, curriculum coordinator and librarian) teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the TLPG. In particular, the Project Director will utilize formal validated evaluation instruments to assess the following indicators: **(1)** To what extent are the activities of the proposed program being implemented as planned? **(2)** Are the objectives of the proposed program being met and leading towards Target Tech Status (STaR Chart)? **(3)** To what degree has the TLPG stimulated systemic changes in the teachers' and students' knowledge, skills, and practice as it relates to the STaR Chart and utilizing technology to improve the quality of education and academics? **(4)** To what degree has this 24/7 technology integration impacted student academic performance and achievement? **(5)** To what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? **(6)** To what degree has the professional learning of administrators and principals motivated systemic alterations to practices as relates to teacher, student and parent support towards integration of technology? **(7)** To what extent has parent participation increased? This information will be collected on-going by the Project Director and reported monthly to the TLT. In addition, quarterly the TLT will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery and content, of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis to determine which continuous improvement mechanisms will be implemented, if needed. ***Statutory Requirements:*** Texas Education Code 32.201 authorizes the Texas Education Agency to implement the Technology Lending Program Grant. CSD has completely and accurately answered the requirements in the application. 1) CISD has described how it will use funds to enhance CISD's technology lending program that loans CISD's students equipment necessary to access and use electronic instructional materials. 2) CISD has purchased lending equipment through Instructional Materials Allotment and local funds for the last 3 years and has addressed in the TLPG application how the equipment from all funding sources has been and will continue to be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology devices [TEC 32,201(b) (1-2)}. **TEA Requirements:** CISD has addressed the eleven (11) TEA Program Requirements in the TLPG in a thorough manner. CISD has described how the program aligns with CISD's existing mission and goals; how campuses were prioritized; how the program aligns with the current curriculum and policies; the electronic instructional materials in one or more foundation curriculum subjects in one or more grade levels; a description of professional development for teachers in the use of electronic materials that has already occurred; a description of the adequate district infrastructure; description of providing for Internet access to homes of students as needed; CISD's adequate technical support; the description of the check-out and check-in process; how CISD accounts for the technology lending equipment; and the development and implementation of a Technology Lending Agreement signed by parents or guardians of students and by the student addressing the responsible use and care of the equipment. **Commitment to Goals of TLPG:** There is a huge commitment to the goals of the TLPG as evidence by CISD's 4-year one-to-one technology project and the fact that millions of dollars in local funds have been dedicated to the project. 100% technology immersion has been a goal for CISD for over 10 years and the district's technology goals align perfectly with the TLPG Project – 24/7 technology access for all students. Grant activities and funding is coordinated with state technology funds, Title III, State Comp Ed, Migrant, ESL, Rider 55 and e-rate funds. E-Rate pays 90% of all land and cell phone bills (local and long distance), T-1 bills, maintenance on the network hardware and internet access bills. Any additional staff development will paid through local funds.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 147-901				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$874	$	$874	
Schedule #9	Supplies and Materials (6300)	6300	$	$	$	
Schedule #10	Other Operating Costs (6400)	6400	$	$	$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$48,000	$	$48,000	
Total direct costs:			$48,874	$0	$48,874	
2.252% indirect costs (see note):			$1,126	$	$1,126	
Grand total of budgeted costs (add all entries in each column):			**$50,000**	**$0**	**$50,000**	

Administrative Cost Calculation	
Enter the total grant amount requested:	$50,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$7,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 147-901	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Hot Spot Contract with provider for Internet Connectivity in rural areas	☐	$874
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$874

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service:	☐ Yes, this is a subgrant
Describe topic/purpose/service:	

	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

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Schedule #8—Professional and Contracted Services (6200)		
County-District Number or Vendor ID: 147-901	Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)		

2

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
Contractor's payroll costs	# of positions:	$	
Contractor's subgrants, subcontracts, subcontracted services		$	
Contractor's supplies and materials		$	
Contractor's other operating costs		$	
Contractor's capital outlay (allowable for subgrants only)		$	
	Total budget:	$	

3

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
Contractor's payroll costs	# of positions:	$	
Contractor's subgrants, subcontracts, subcontracted services		$	
Contractor's supplies and materials		$	
Contractor's other operating costs		$	
Contractor's capital outlay (allowable for subgrants only)		$	
	Total budget:	$	

4

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
Contractor's payroll costs	# of positions:	$	
Contractor's subgrants, subcontracts, subcontracted services		$	
Contractor's supplies and materials		$	
Contractor's other operating costs		$	
Contractor's capital outlay (allowable for subgrants only)		$	
	Total budget:	$	

5

Specify topic/purpose/service:		☐ Yes, this is a subgrant
Describe topic/purpose/service:		

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
Contractor's payroll costs	# of positions:	$	
Contractor's subgrants, subcontracts, subcontracted services		$	
Contractor's supplies and materials		$	
Contractor's other operating costs		$	
Contractor's capital outlay (allowable for subgrants only)		$	
	Total budget:	$	

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 147-901		Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
6	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
7	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
8	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	
	a. **Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$	
	b. **Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$874	
	c. **Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$	
	d. **Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	
	(Sum of lines a, b, c, and d) Grand total		$874	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 147-901	Amendment number (for amendments only):

Expense Item Description

		Grant Amount Budgeted
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	
	☐ Print shop fees ☐ Technology-related supplies	
	☐ Postage ☐ Other:	$
	☐ Copy paper ☐ Other:	

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6399	1				$	
	2				$	
	3				$	$
	4				$	
	5				$	

6399	Technology software—Not capitalized	$
6399	Supplies and materials associated with advisory council or committee	$
	Subtotal supplies and materials requiring specific approval:	$
	Remaining 6300—Supplies and materials that do not require specific approval:	$
	Grand total:	$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 147-901			Amendment number (for amendments only):	

	Expense Item Description			Grant Amount Budgeted	
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:			$	
	☐ ESC-owned vehicle usage	☐ Other:			
	☐ Insurance	☐ Other:			
6411	Out-of-state travel for employees (includes registration fees)			$	
	Specify purpose:				
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.			$	
	Specify purpose:				
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)			$	
	Specify purpose:				
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations			$	
	Specify purpose:				
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees			$	
	Specify purpose:				
6429	Actual losses that could have been covered by permissible insurance			$	
6490	Indemnification compensation for loss or damage			$	
6490	Advisory council/committee travel or other expenses			$	
6499	Membership dues in civic or community organizations (not allowable for university applicants)			$	
	Specify name and purpose of organization:				
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)			$	
	Specify purpose:				
	Subtotal other operating costs requiring specific approval:			$	
	Remaining 6400—Other operating costs that do not require specific approval:			$	
	Grand total:			$0	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
**Schedule #11—Capital Outlay (6600/15XX)**				
	County-District Number or Vendor ID: 147-901		Amendment number (for amendments only):		
**15XX is only for use by charter schools sponsored by a nonprofit organization.**				
**6669/15XX—Library Books and Media (capitalized and controlled by library)**				
1		N/A	N/A	$	
**66XX/15XX—Technology hardware, capitalized**				
2	Mobile tablets for student technology lending	96	$500	$48,000	
3					
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
**66XX/15XX—Technology software, capitalized**				
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
**66XX/15XX—Equipment, furniture, or vehicles**				
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
**66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life**				
29					
			**Grand total:**	$48,000	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 322

Category	Number	Percentage	Category	Percentage
African American	79	N/A	Attendance rate	97.8%
Hispanic	163	N/A	Annual dropout rate (Gr 9-12)	0%
White	80	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	269	83.5%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	40	12.4%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	11	3.2%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	18	24	26	31	30	30	19	29	15	19	30	20	16	15	322
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	18	24	26	31	30	30	19	29	15	19	30	20	16	15	322

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD continuously solicits feedback from its stakeholders as to the needs of the district in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders the Technology Leadership Team (TLT) is composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents. This needs assessment process systematically reviews current practices, processes, and systems within CISD as well as examines and analyzes the state of current student achievement, and set goals for student achievement. The TLT is organized into committees with each focused on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment became the tool that guided meaningful district and campus planning.

Process to identify and prioritize the needs of the campuses:

A School Profile at each campus was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of each campus. A full scan of each campus' technology environment provided information to be collected and analyzed for the needs assessment via the following activities:
- Individual and group interviews with the principal, assistant principal, counselor, teachers, parents and students (when age appropriate) regarding technology integration
- Pre-assessment survey feedback from stakeholders that included teachers, parents, and students
- The number of students who have access to a technology devices at their campus
- The percent of economically disadvantaged students at each campus who have access to technology devices
- STAAR test scores and TPRI scores as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates)
- Technology instruction issues were examined, including alignment with TEKS and STAAR
- Professional development needs of teachers were examined to determine teacher readiness for devices
- Ratio of technology devices to students needing devices on each campus

The TLT performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. Another committee determined the current state of technology skills, knowledge, and abilities of teachers and staff members as well as organizational goals of teachers. By using multiple data sources to compare data, priority needs emerged. These priority needs assisted the TLT to make informed decisions that ensure that all students meet challenging academic standards, meet district and campus goals, and are prepared for post secondary education.

- The "Gap" Analysis produced a large list of needs for staff training and development, organizational development, and student interventions. Next, the committee determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed.

- Causes for student performance problems were identified based on reoccurring trends.

- Growth opportunities for staff were identified based on interviews with staff, surveys, and data collection

- The recommendations from the TLT committees were communicated to the entire TLT and the task of prioritizing the needs was done by the entire TLT over numerous meetings.

- It was determined that the students at CISD would benefit most from the TLPG. A timeline that included the description of the general prioritized steps and activities to be implemented were developed and disseminated to the campuses.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	CISD is an extremely rural district where there is a need to decrease the gap between the knowledge and skills students are acquiring in schools and the knowledge and skills needed to succeed in the increasingly global, technology infused 21st century workplace (CISD District Improvement Plan).	Students will have access to the latest technology so that teachers are be able to connect these CISD with experts in high-tech industries and businesses to understand the skills needed to work in those fields.
2.	There is a need for students to acquire a range of skills to express themselves not only through paper and pencil, but through audio, video, animation, design software as well as a host of new environments (e-mail, Web sites, message boards, blogs, streaming media, etc.).	Increased access to the latest technology will provide students with the devices they need to develop skills in technology audio, video, animation, software design and other technology environments that lead to higher paying jobs.
3.	There is a need for teachers to increase flexible teaching methods and curriculum materials that can reach diverse learners and improve student access to the general education curriculum, including learners with disabilities and English Language Learners.	Individual technology devices allow teachers the ability to present information to students in multiple formats and multiple media. Students with disabilities and ELL students now have multiple ways to express and demonstrate what they have learned thus providing multiple entry points to engage student interest.
4.	There is a need to decease the number of students at CISD who are required to take college remediation courses upon entering higher education (50%) [Texas Academic Performance Report]	The individual technology devices for students provides teachers the ability to work individually and collectively to examine outcomes-based achievement data, formative assessment measures of student performance, and students' work products, and to develop strategies for improvement based on this data. Technology makes this data become meaningful to teachers so they can use the data for accelerated learning for students.
5.	There is a need to increase parental involvement at CISD for all groups of students.	The Technology Lending Program has the ability to focus parents' attention on communicating with teachers by e-mail, voice messages, web sites, and blogs all used to communicate with parents. Student information systems that parents can access to see their child's attendance, grades, missing assignments will increase parental involvement. A Parent Personal Learning Network will share resources with parents and connect them to other parents who can help them. The CISD websites will have information, resources, and links for parents.

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Schedule #14—Management Plan		

County-district number or vendor ID: 147-901 | **Amendment # (for amendments only):**

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	TLPG Project Director, Technology Director	Bachelor's Degree in Education or education related field; at least five years experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams; experience in fiscal/budget management, and data reporting.
2.	Campus Coordinators	These are teachers at each level (elementary; middle school; high school) who are trained by the Technology Director. Bachelor's Degree in Education or education related field; at least three years experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams; attend Technology Director training as needed

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase students' access to digital courses, tools, and support services to increase academic performance in core subjects through wireless laptops	1.	Project Director will meet with staff to explain the project, expectations, procedures & timelines	10/1/2014	10/31/2014
		2.	Purchase mobile tablets	10/8/2014	11/3/2014
		3.	The TLT will establish a checkout & in procedure	10/6/2014	11/3/2014
		4.	Issue laptops to students hold orientation	11/10/2014	11/21/2014
		5.	Project Director will continuously monitor project	10/1/2014	8/31/2016
2.	100% of teachers will utilize digital textbooks and other digital materials in course content	1.	Technology Director will visit classrooms to assist teachers with digital textbooks	11/10/2014	8/31/2016
		2.	Core content teachers will work in PLCs to address digital textbook issues/concerns	11/10/2014	8/31/2016
		3.	Teachers will work in PLCs to develop strategies for other online instructional materials	11/10/2014	8/31/2016
3.	STAAR & EOC scores will increase by 10% for ED & learning disabled students	1.	Monitor Econ Disadvantaged & learning disabled students' progress	11/10/2014	8/31/2016
		2.	Hold after school technology parent workshops	11/10/2014	8/31/2016
		3.	Hold tutorials for students needing assistance	11/10/2014	8/31/2016
4.	The number of eligible EC students who have Internet access at their residence will increase	1.	Publicize all facilities in Coolidge and surrounding communities that provide free Wifi	10/8/2014	11/3/2014
		2.	Hold Thursday Study Nights so students can use school district Wifi connections	11/10/2014	11/21/2014
		3.	Work with families on a case-by-case basis to provide Internet home access	5/10/2014	8/31/2016
5.	Parent involvement will increase by 20% for parents of 9th grade students	1.	Hold after school technology parent workshops	10/8/2014	11/3/2014
		2.	Communicate with parents through emails; blogs, websites	11/10/2014	8/31/2016
		3.	Survey parents to gather information	5/10/2014	8/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders, partners, collaborators, administrators (superintendent, technology coordinator, campus principal, librarian and counselor), teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the proposed *TLP*. In particular, the Project Director, in coordination with the Technology Leadership Team will utilize evaluation instruments to assess the following indicators: **(1)** to what extent are the activities of the proposed program being implemented as planned? **(2)** Are the objectives of the proposed program being met? **(3)** What is the quality and responsiveness of the digital textbooks, tools, and resources to meet the needs of the participants? **(4)** to what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to utilizing technology to improve the quality of education; **(5)** to what degree has this behavior impacted student achievement? **(6)** to what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? and **(8)** to what extent has parent participation increased. Information will be collected on-going by the Project Director and reported monthly to project staff. In addition, monthly the Technology Leadership Team will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery, content, and performance measures of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms will be implemented.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since 2008, Coolidge I SD has been on a journey to immerse the students and teachers in technology by providing all teachers and as many students as possible a wireless mobile computing devise to ensure on-demand technology access at home and at school. The CISD technology immersion project was funded through TEA Vision 2020 Grant funds, local funds, and ARRA stimulus funding and was very similar to the TLPG. A one-to-one student technology lending program was implemented with TEA grant funds (**Vision 2020 Grant,**) at High School (grades 6-12). This project immersed over 20 teachers and 135 students in technology, productivity, communication and presentation software as well as professional development and ongoing technical and pedagogical support. The **Vision 2020** grant final evaluations documented success in raising student achievement by 20% and increasing campus STaR Chart scores. The Vision 2020 Grant was a turning point in this small, rural district being able to provide students with on-demand access to all appropriate digital resources and technologies to complete activities that had been integrated into the core content areas and providing learning opportunities beyond the classroom walls. CISD will continue to coordinate efforts to maximize effectiveness of grant funds by using the extensive staff development that has been done in the previously mentioned grants to make this project successful. Over the last 4 years, each CISD staff member has attended 330 hours of technology training designed to assist staff in integrating technology effectively into classroom instruction. Implementing an effective Technology Lending Program (TLP) as part of a well-designed technology plan requires support and buy-in from all stakeholders including school administrators and leaders at the district as well as the campus level. By participating in the TLP, administrators at both the district and campus level have agreed and committed to CISD **by signing a Letter of Commitment** stating that administrators including at the district level administrator and the principal and assistant principal at the CISD campus will commit to the project's success.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Number of students who received a wireless mobile computing device through TLPG	1.	Laptop check-in/check-out log
		2.	Increased EOC scores
		3.	Increase in the number of students using digital textbooks
2.	10% increase in courses and/or classrooms using digital content in lieu of textbooks	1.	Laptop check-in/check-out log
		2.	Increased EOC scores
		3.	Increase in the number of students using digital textbooks
3.	Percentage of students who have mastered grade-appropriate technical applications TEKS (STaR Chart TL5)	1.	Campus STaR Chart results increase from 3 to 4
		2.	Increased enrollment in STEM courses
		3.	Increase in student attendance rate by 1%
4.	10% increase in electronic communication between parents and teachers/administrators as evidence by email	1.	Reports of website visits
		2.	Reports of user login
		3.	Parent involvement report
5.	Increase STaR Chart from Advanced Tech to Target Tech	1.	Campus STaR Chart Report for 2014-15 (from 21 to 22-total)
		2.	Increase TL3 (most students apply technology across all subject areas) from a 3 to a 4
		3.	Increase the number of digital textbooks offered to students

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes for collecting data included in the evaluation design is an ongoing process and began with CISD developing a Needs Assessment Summary and Improvement Plan as part of the Technology Leadership Team (TLT). It is our goal to conduct the needs assessment to identify strengths, needs and priority areas of focus but extend beyond reviewing student achievement data to assessing the needs of the entire campus. The TLT has worked together to identify specific goals for Coolidge High School based on Texas Academic Performance Report (TAPR.). 17% of the students at CISD were enrolled in remediation courses their first year at an Institute of Higher Education. 24% of 8th graders will need Accelerated Instruction in reading and math and over half of the minority students in the district will need acceleration in reading and math. Attendance for students at the high school campuses exceeds the state average of 96.6% in all subgroups. The following data is collected at the campus level : 1) pre-post tests; 2) standardized open-ended interview/surveys of teachers and administrators; 3) classroom observations by principal, MT, Mentors; 4) professional development surveys (after each session and self-assessment of educator (annually); and 5) percentage of participating students who achieve significant gains on an assessments); 6) number of students with improved performance in assessments; 7) percentage of participating 3-8th grade students who meet or exceed proficiency on the STAAR in the areas of reading and writing (2011-2013) and 9-11 End of Course Exams. Any problems uncovered with project delivery will be identified and corrected through the Root Cause Analysis method. As a part of goal identification, the campus is able to identify the number and names of students they need to help reach proficiency. Root-cause analysis assists the campuses in identifying all possible interactions that could be contributing to the area of concern. This data will be used to inform decisions and improve implementation of the program by: 1) Analyzing data at different levels: all personnel will receive training through the program in accurately interpreting data and utilizing data to inform instructional decisions for each child. 2) Extensive professional development: data collection and analysis will be conducted. 3) Teacher Effectiveness: Principals and administrators will collect and monitor teacher performance data through Eduphoria and teacher observations from multiple evaluators. With access to clear progress data and reports, administrators will be able to identify improvement targets and personalize professional development to help teachers deliver instruction that promotes increased achievement among all students in their classes. This will directly impact accountability for the program because administrators will have the information and time needed to create differentiated professional development plans for teachers to ensure that they have all the support they need.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently CISD (CISD) has an established student technology lending program that has been funded through local funds and previous grants **(Vision 2020, 2009)** for the last 5 years **(4 points)**. With the 2014-16 **TLPG** Coolidge High School students in grade 9-12 will be immersed in technology by being provided one wireless mobile computing devise (tablet). The laptop computers that are currently being loaned to students in grades 9-12 will now be available to be loaned to students on the elementary grade campus. Middle grade students (grades 6-8) are currently using the laptops purchased with Vision 2020 Grant funds in a one-to-one technology lending initiative. Using lessons learned from previous technology immersion projects, a timeline for technology integration has been established and will be fully implemented and will offer a rigorous curriculum by October 1, 2014. The same policies and procedures for the **TLGP** will be implemented at both campuses **(4 points)**.

<u>CISD's TLGP 2014-16 loan program will be implemented at grades 8 and 9 in the following manner:</u>

1) Beginning in August 2014, CISD the Technology Director and master teachers will deliver professional development in integrating technology into teaching, learning, and the curriculum for <u>teachers new to the campus or district.</u> Professional development grounded in sound learning theory and emphasizing technology integration into the teaching and learning process allows educators to visualize, internalize and create technology-enhanced learning environments. 99% of the teaching staff has already attended more than <u>330 hours per teacher</u> from training ranging from Apple Out of Box training to technology integration workshops (both in small groups and individually) to Exploring Apps and Apple Challenge Based Learning.

2) Each teacher currently has a laptop computer; however, students will receive their devices by November, 2014. The computers that were originally on loan to 9-12th grade students will be available for elementary students to check out for home use. **(8 additional points).** The wireless mobile computing device allows teachers and students to have on-demand access to teaching and learning tools regardless of location.

3) By January 2015, productivity, communication, and presentation software including word processing, spreadsheet, presentation, Internet browsing and e-mail software will allow teachers and students to use technology as a tool for learning, communication and expression.

4) Students will have access to digital textbooks in the core curriculum areas of English language arts, mathematics, and science. Other resources such as Envision Math; Pearson Digital Science, Texas Journeys, iStation, Renaissance Learning, Study Island and other digital curriculums will provide for more engaged, relevant, and personalized learning. Interacting with these resources allows students to build new knowledge and visualize difficult-to-understand concepts.

5) Online formative assessment tool such as Eduphoria provides teachers and students a means for informed learning by delivering instant, meaningful data about proficiency. During staff development teachers have already learned to integrate online formative assessment into their daily teaching practice and will learn how to utilize this data-driven decision making to support instruction. Teachers have also been trained to customize instruction and implement appropriate intervention strategies based on this data.

6). Campus-based ongoing technical support is critical to the comfort level of teachers and students as they embark on technology immersion projects. Teacher training will sustain the effort over time and beyond the TLPG project timeline. "One stop" technical support for all components of the technology immersion package beyond campus support is critical for teachers to fully immerse students in a technology-integrated classroom. The immersion of technology will transform the learning environment to allow students daily access to technology to become more self-determined learners through the acquisition of information and communication skills, thinking and problem solving skills, and interpersonal and self-directional skills.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 147-901	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Equipment Currently Available: In 2009, Coolidge ISD began a one-to-one immersion of technology at CISD through a Vision 2020 Technology Grant, local funds and ARRA Stimulus funds with a goal of providing a mobile computer device to each student in grades 6-12. That fall, Apple laptops computers were issued to all students at CISD in grades 6-12. In an effort to make sure that CISD students have the most up-to-date technology available, CISD's technology plan originally outlined a plan for recycling the laptops. After four years of use, the laptops originally issued to students who were 2012 graduates would then be passed to lower grades and new laptops or up-to-date mobile devices would be purchased for incoming 9th graders. However, a lack of funds has not allowed CISD to fulfill that goal.

Other equipment in the district consists of 1) all teachers in the district (PreK-12th grades) have either laptop computers or desktop computers; 2) there is a computer lab at elementary (grades PreK-5) that has desktop computers and half a dozen tablets for supplemental instruction and testing for the TPRI and other benchmark assessments at those grade levels. Although a few of the teacher computers have been updated, most of the student equipment is at least 4 to 5 years old.

Currently there are **81** 9th-12th grader students and CISD will purchase 96 tablets through the TLPG funds. This will allow for all 9-12th grade students to have an updated individual mobile tablet. The extra tablets will be used to loan to students when their tablet needs repair or other issues arise that keep a student from temporarily not having a tablet. Student at grades 6-8 already have laptops and the initial 9-12th grade laptops purchased with Vision 2020 Grant funds will be transferred to elementary students so those students will be able to participate in a student technology lending program.

Since IMA funds can be used to adopt electronic instructional materials as a means of transforming learning this can only be realized if all students have access to personal technology devices and the Internet outside the school day. The Technology Leadership Team (TLT) recommended to the IMA committee that IMA funds be used to purchase digital textbooks and other digital instructional materials. The combination of IMA funds, grant funds, and local funds will be used in a cohesive manner to support the 1:1 initiative for students in grade K-12. Therefore, two campuses will participate in the Technology Lending Program Grant and two campuses have an established technology lending program in Coolidge ISD.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 147-901	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use rial font, no smaller than 10 point.

In deciding whether to apply for the TLGP, the Technology Leadership Team (TLT) first examined the existing mission statement as well as the goals of the district to make sure that the two aligned. CISD's mission of preparing graduates for productive citizenship and life-long success and the district's goals of *"graduates will be academically prepared to complete a post-secondary educational program or enter the workforce in a highly skilled occupation and the district will increase educational delivery systems through the use of technology"* aligned perfectly with the intent of the TLPG program. The TLT also examined the Coolidge ISD Technology Plan (on file with TEA) and the campus STaR Charts. The technology plan specifically supports the broader provision of digital access to content as well as human resources, and these goals align well with the district plan and the Technology Application TEKS proficiency. CISD's technology plan emphasizes the vital importance of learners using technology to make curriculum connections inside and outside the traditional classroom. The TLGP concentrates on providing 24/7 access for students to technology as well as instructional materials-technological lesson extension activities relating to core content areas. By expanding student and teacher access to TEKS-aligned curriculum content as well as emphasizing instructional tasks which require the creation of new synthesized knowledge products, students can be better engaged to realize high levels of student achievement. It is evident through the district and technology plans for the district that Coolidge ISD recognizes that we are living in a rapidly changing, advanced technological society and it is the district's responsibility to support all staff and prepare all students with the technology skills necessary to be a successful, life-long learner.

- Each student will be competent in using information technology to be a successful, life-long learner.
- Information technology will be incorporated broadly into curricula and instructional practices to improve the educational program for all students.
- All school community learners, students and staff, will have access to information technology & support.
- Setting Technology goals, monitoring and evaluating our Technology plan on an ongoing basis is vital to our success.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 147-901	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District stakeholders from the Technology Leadership Team (teachers, student, parents, community members and administrators) prioritized data to determine the campus with the greatest need for the lending program. First, the TLT examined campus, subject area and grade levels needs by looking at a <u>campus technology profile</u> for each campus that was submitted to the TLT. This campus technology profile addressed the following areas: 1) detailed individual student access to personal technology devices that are currently available at the campus; 2) the prior staff development and training of the teachers at the campus; 3) access to digital programming from TEA and the district; 4) AEIS information such as dropout rates, attendance, and college readiness; 5) Campus STaR Chart information to determine campus commitment to technology integration. Campus representatives were asked to rank their need for this project at their campus on a scale of 0-5, with 0 being "no need" and 5 being "extreme need". Next, the TLT researched the current literature and found compelling research stating that high school is a critical point in a young person's life and high school graduation launches the journey of pursuing higher education goals and future career paths, determining the course his or her life will take. If an interest for STEM-related curricula has not materialized by the time a student completes high school, the odds are high that they never will. Tomorrow's workforce will be dominated by STEM occupations- employment in science and math occupations will grow 70 percent faster than the overall growth for all occupations. (Bureau of Labor Statistics, 2012). After analyzing all the data, the TLT determined that students in grades 9-12 had the greatest need for a total 1:1 immersion to continue with up-to-date technology. Currently there are 81 grade students and CISD will purchase 96 mobile tablets Technology Lending Program Funds. This will allow for all 9-12th grade students to have an updated individual tablet with anywhere/anytime access and learning. Furthermore, by integrating technology and digital tools into the secondary curricula will create classrooms and environments that spur student interest, especially in STEM areas. A large percentage of the students in CISD (84%) are economically disadvantaged and according to student and parent surveys, 50% of these economically disadvantaged students do not have computers at home. These students have limited opportunities to access technology once they are away from the school. Currently the Technology Director keeps a WiFi open so that students can come to the school campus after school hours and use the WiFi in designated areas.

A project management system to efficiently check out and check in loaned mobile devices will be developed through CISD's Technology Department that will expand access to technology for students who are economically disadvantaged, at risk for not graduating high school, and students with disabilities. Equitable access of technology for these students will be monitored by the Director for Technology and reported regularly at the Technology Leadership Team (TLT) meetings. CISD will work with parents and students on a case-by-case basis to determine the best way to provide students with home access. **Residential Access:** As CISD administrators and technology staff were initially investigating the 1:1 laptop initiative the concern for providing Internet access to homes of students was a concern. Knowing that there is a population of students that live in the extreme rural areas of the school district, the TLT extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. The city of Coolidge is only 10 square miles and with CISD keeping an open Wifi at the school campus, Internet access is always available for students in the city-where over 85% of the students live. According to parent and student surveys, 50% of homes have Internet access. However, CISD 15% of the students live on farms and ranches in outlying areas and do not have Internet access. The only Internet-provider in these areas, according to the TLT's research, is national satellite providers or in some cases an Internet provider who requires home phone service in order to have Internet access. With TLPG funds, Hot Spot technology will be purchased and will be available for students to check out and take home. In addition, CISD's plan to handle this situation has been and will continue to be a concerted effort to publicize all facilities in Coolidge and surrounding communities that provide free wifi access. This is currently being done through brochures, on the school website, at parent meetings, and signs displayed around the town and community. CISD also works with area churches who provide designated times that their facilities are available so students can have a safe environment to use their mobile devices and receive tutoring assistance from community members. If a student does not have Internet access, CISD will work directly with the student and their parents on a case-by-case basis to determine the best way to provide the student with home access.

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TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLPG aligns perfectly with the current curriculum, instruction, and classroom management policies on the campuses at CISD. At the beginning of the one-to-one initiative, CISD's District Improvement Team developed a local curriculum framework. This committee was composed of administrators, teachers and school staff, parents, students (when appropriate), and community members with members of the Technology Leadership Team (TLT) on the committee. The goal of the committee was to develop a standards-based curriculum that would increase student learning and promote higher student achievement. Over the four years, CISD has revised the curriculum to embrace project based learning strategies as well as methods for ongoing, authentic assessment. The purpose of the curriculum redesign was to utilize one-to-one technology to expand opportunities for students and teachers. The curriculum redesign integrated the use of technology as a regular part of daily classroom instruction and aligned the Texas Essential Knowledge and Skills (TEKS) so that students will be engaged in project-based, collaborative activities through software tools such as online learning environments and learning management systems as well as a Wikis. Technology tools are consistently used by teachers and students not only to access and consume information, but to permit students to create, communicate, and collaborate with others as they create a digital portfolio of online work that represents their knowledge, skills, abilities, and dispositions. The revised curriculum provided course pacing so individual students may work as quickly or as slowly as they need. Some students work independently; others need to work directly with the teacher. Through collaboration and coaching from the technology specialists, our students have become more self-directed, independent learners. Where instruction previously was primarily didactic and textbook focused, instruction has become more interactive with students taking a more engaged, pro-active role in their learning. Effective teaching for all students is supported by access to a wide range of relevant, high-quality educational content. Furthermore, appropriate tools, such as online learning environments and learning management systems, has enable teachers and students to access, manage, use, create, and distribute content easily and efficiently. The effective use of well-designed digital content across a broad range of learning activities has been integrated into the curriculum redesign for the purpose of student engagement and student learning outcomes. Technology integration by teachers has been encouraged and sustained as evidenced by administrator expectations during teacher evaluations and walk-throughs as well as an increase in STAAR scores.

Although classroom management policies have been revised to include student management of digital devices, the 425 Discipline Action Data Report from PEIMS documents that referrals outside the classroom for discipline actions has decreased by 10% since 2009 (implementation of Vision 2020 one-to-one initiative). Using technology involves students in the learning process so students become active in the learning process instead of passive listeners. Project based learning is a creative process and using technology has reduced discipline problems and has allowed students to take ownership of their work. Since our students are empowered to find their own answers, the learning process becomes much more interesting. Technology allows opportunities for multimedia and interactivity that are impossible with more traditional instructional techniques. Administrators also have found that classroom technology provides greater opportunities for differentiation for students and are conducive to individual students' learning styles. CISD administrators and evaluations from previous grant projects have shown that these factors have aided in the reduction of student discipline referrals.

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TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coolidge ISD has adopted and will be using digital content during the timeframe of this grant and beyond for the following grade levels and foundation subject areas:

Elementary (PreK-5)	Grades 6-8)	Grades 9-12
Digital Math Textbooks	Digital Math Textbooks	Digital Math Textbooks
Digital Reading Textbooks	Digital Reading Textbooks	
Istation	Istation	
Study Island	Study Island	Study Island
ESL Imagine Learning	ESL Imagine Learning	ESL Imagine Learning
Board Work Supplemental Digital Learning	Board Work Supplemental Digital Learning	Board Work Supplemental Digital Learning
Digital Science instruction	Digital Science instruction	Digital Science instruction
Renaissance Learning Digital Materials	Renaissance Learning Digital Materials	

Minutes from the IMA meetings as well as documentation from the Textbook Division of TEA document that CISD has adopted the digital textbooks mentioned above. The Technology Learning Team (TLT) examined school improvement efforts of the last decade and concluded that the narrow, piecemeal attempts made in the past to improve CISD schools lacked the fundamental supportive cultures and conditions necessary for achieving significant gains in teaching and learning. Too often teachers worked in their own isolated classrooms, struggling with the needs of challenging students, lacking the productive interaction with colleagues, and were often overwhelmed with the implementation of electronic instructional materials into the instructional curriculum. Even after 4 years of staff development and training, CISD has pockets of teachers (some new to the district) that remain ill-prepared and lack the skills to challenge students by offering high-quality intellectual learning tasks through electronic instructional materials. To address these issues, CISD has created an online professional learning community (PLC) composed of teachers and students. The online PLC enables educators to improve their use of electronic instructional materials and strategies and learn to become more effective in interacting meaningfully with students through the electronic instructional environment. In addition, the PLCs have engaged teachers at all grade levels to collectively seek new ways of applying knowledge to their work. The collegial relationships that resulted already have produced solutions to problems associated with teaching digital content and accessing electronic instructional materials. Central to the PLC, has been the use of **Project SHARE,** an electronic database that is used by teachers to create online learning modules. This online database allows educators across the state to integrate and upload rich and powerful online original sources (video, text, graphics, audio, and images) into school curriculum and lessons. These electronic resources are indexed according to topic area and against TEKS and STAAR outcomes and national content standards. Educators will be able to access the resources via the search engines associated and the other digital curriculums. In addition to providing links to online resources, archives of presentations and videos, links to blogs and podcasts are available. The blogs are course specific as well as topic focused, developed for educators to share ideas about lessons and programming for students in online classrooms. The online PLC houses important reports, links to journals, digital curriculum and lesson plans, example of effective teaching strategies using digital content, implementation ideas and challenges, lessons learned, and salient access data, and aggregated student performance data.

In addition, communications technology such as emails, videoconferencing, and the online learning platforms have provide promising opportunities for collaborative learning environments for teachers in which they can: 1) reflect on practice with colleagues and experts; 2) share expertise in a distributed knowledge framework, and 3) build a common understanding of new instructional approaches, standards, and curriculum associated with online learning environments.

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TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The staffs at CISD have been fortunate enough to be part of extensive staff development and training since the summer of 2009. Staff Development records and logs indicate that in the last 5 years the staffs have attended over 330 hours of training each. Each year since 2009, staff has attended more than 13 days of training designed to progress through a series of stages as they move from an accommodation phase of technology (using technology tools to primarily replicate existing instructional practices) to the transformative phases of integration (where creative uses of technology are pursued that enable instructional interactions not possible without them.) Professional development has utilized both large group, small group and one-to-one instructional formats to provide learning opportunities differentiated to meet the needs of teachers with varying curricular interests, needs and digital literacy. CISD staff refer to the intensive training of the last three years as *Technology Infused Learning* – combining technology and emerging models of teaching and learning to transform education. There has been a strong emphasis on numeracy, literacy, special education and pedagogy that leverages digital resources in the classroom. Workshops have provided a hands-on approach to the use of specific software and digital tools that support and align classroom teaching and learning to state standards. Staff has been trained on how to: 1) develop and implement technology-integrated project-based lesson plans and classroom activities; 2) explore methods for integrating a variety of media and technologies to meet the needs of all learners; 3) learn how to deliver media directly to students and to assess learning and academic performance. Other workshops 1) train them to engage students in thinking critically about media; 2) explore how visual learning tools help students retain a better understanding of concepts and demonstrate knowledge; 3) incorporate images, photos, video segments, sounds and web links into and 4) create investigations to engage students in collaborative learning. The training is focused on the idea that students will be able to take advantage of websites, podcasts, apps, audiobooks, and other resources to help answer guiding questions and develop solutions. Recently digital training has centered around iTunes U which provides students instant access to some of the world's best thinking — including lectures, videos, and articles from hundreds of distinguished universities, libraries, museums, and news organizations.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Analysis of the STaR Chart for Coolidge Elementary (Developing Tech) and Coolidge Junior & High School (Advanced Tech) reveal that teachers and administrators are ready to continue the one-to-one technology initiative. Each of these campuses has a robust infrastructure in place. Procedures for replacement and for repositioning equipment have been established. Computer hardware is typically repositioned every 3 years while older hardware is discarded every 6 years. A varied staff development program is on-going. All classrooms on these two campuses are equipped with Internet (wireless). The computer student ratio at the middle school is 3 to 1and for high school the ration is 3 to1 and the teacher computer ratio across the district is 1:1. Local funds have been designated to technology infrastructure and a student lending project for the last 5 years. Currently, the campuses have high-speed fiber connections terminating at the central facility and (50 Mbs) high speed fiber line going out from the core (PDC) to the ISP. Three non-instructional sites are connected by wireless connections; the rest connect to the PDC by fiber. Each of the schools has a Main Distribution Frame (MDF) which is equipped with a Cisco Catalyst core switch. Each school also has from 3 to 12 intermediate distribution Facilities (IDFs). The hardware varies in the IDFs (Cisco Catalyst 2948, 3548, 3524, 4003, 4006 and 4507). All teachers in the district have laptop computers. All campuses have computer labs. All offices have Internet access. All teachers and administrators have email accounts. All campuses now have a Smart Lab that is equipped with a video projector, digital whiteboard, and digital tablets. The teachers are also becoming well-prepared for the use of technology. During the previous 3 years, over 6 teachers have participated in technology staff development and training through small group and one-to-one instruction. Teachers have traveled to other districts that offer one-to-one initiatives and digital curriculum and textbook projects. Teachers have had 8 days of technology integration training plus locally developed academies this year. Over 7 teachers have attended technology academies at the ESC 12 and teachers spend at least 4 hours each week in developing technology integrated lessons in their core subject areas through grade level and subject area meetings. Due to the professional development and acquisition of infrastructure and computers for students and teachers, CISD is poised and ready to begin the next step of integrating digital textbooks and curriculum and providing 24/7 access for all students.

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

s CISD administrators and technology staff were initially investigating the one-to-one laptop initiative, the concern for providing Internet access to homes of students was a concern. Knowing that there is a population of students that live in the extreme rural areas of the school district, the Technology Leadership Team (TLT) extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. According to parent and student surveys, 50% of homes have Internet access. Although 85% of students live within the small, rural city of Coolidge, 15% of the students live on rural area farms and ranches.. The only Internet-provider in these areas, according to the TLT's research, is national satellite providers or in some cases an Internet provider who requires home phone service in order to have Internet Access. Since the 2009 Vision 2020 Grant initiative, Hot Spot technology has become available and CISD will use TLPG funds to purchase this technology that can be loaned to families of economically disadvantage students to provide them with Internet connectivity. CISD's will continue to make a concerted effort to publicize all facilities in Coolidge and surrounding communities that provide free wifi access. This is currently being done through brochures, on the school website, at parent meetings, and signs displayed around the town and community. CISD also works with area churches who provide facilities so students can have a safe environment to use their mobile devices and receive tutoring assistance from community members. If a student does not have Internet access, CISD will work directly with the student and their parents on a case-by-case basis to determine the best way to provide the student with home access.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CSD's TLT understands that campus-based technical support will only advance the effective use of technology for teaching and learning.
Technology Director - The Technology Director is dedicated to CISD 100 percent of the time to provide technical assistance for teachers and students and serve as the Project Director for the Technology Lending Program grant. The Technology Director is available for teachers and staff to respond to work order requests by diagnosing and repairing computer hardware nd provide training and software support as directed. The primary responsibility of the Technology Director is to continuously work with individuals and small groups of teachers and administrators to bridge the gap between professional development and implementation. Scheduled times are designed to assess and work with each group of teachers to analyze technology integration challenges and barriers. The Technology Director will plan and schedules several integration professional development activities every month. The Technology Director will facilitate technology integration immersion workshops during the summer. A Teachers Academy will be designed so school administrators can work with groups of teachers to design and rewrite existing lessons to embed technology tools into their instruction. The technology tool that was designed into the instruction is than provide to the teacher. CISD believes that direct integration support is what is needed to have a totally immersed campus.

Campus Coordinators - These are teachers at each level (elementary; middle school; high school) are trained by the Technology Director to assist with routine technical issues. These teachers are trained on how to troubleshoot problems and assist teachers. The Campus Coordinators can perform on-site technical work to install, maintain, and support equipment and software applications.

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TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program grant will be administered using non-grant funds. The TLPG Project Director will oversee the implementation of the grant. The Project Director will be responsible for purchasing laptops and accessories and insuring the equipment. The CISD Technology Director along with the Campus Coordinators will be responsible for accounting for all equipment, installing software, and organizing distribution of mobile devices. The mobile devices will be purchased as soon as possible after the grant award and will be distributed to students during an "Orientation." The Project Director will lead the mandatory "Orientation" for parents and students. Parents and students must sign the Laptop Computer Protection plan and a Student Pledge documents before the laptop can be issued.

Since students will have their own mobile devices (some tablets and some laptops) to be used for 24/7 access, <u>classroom teachers will not have to coordinate computer check-in or check-out.</u> 9th grade students will retain their original tablet each year while they are enrolled at CISD. The Technology Director (located in the MAC Room at CISD) will collect student mobile devices at the end of the year for maintenance, cleaning, and software installation. Mobile devices are intended for use at school each day and for students to take home. In addition to teacher expectations for mobile device use, school messages, announcements, calendars and schedules may be accessed using the mobile device. Students will bring their devices to all classes, unless specifically instructed not to do so by their teacher.

However, there are a few instances where students will have to check in and check out their devices on a daily basis. A very small percentage of students (less than 1%) have parents who do not wish for the student to bring their devices home after school hours. These parents have personally visited with the administration and completed the necessary paperwork. These students visit the "MAC Room" each morning prior to the beginning of school and check out their device and return the laptop at the end of the day. Also, a very small percentage of students (less than .05%) have broken their issued device more than one time. If it is deemed that these students are being irresponsible with the equipment, they are required to check in and check out the equipment on a daily basis or laptops are provided in each classroom for students to use. However, in all of these cases, the check in and check out is done by the Technology Director, not the classroom teachers.

The procedures for maintenance of the technology lending equipment are outlined in the district Technology User policy. Students are responsible for the general care of the mobile devices they have been issued. The user policy provides students and parents with guidelines for taking care of the equipment which is listed as 1) Taking Care of Your Mobile Device; 2) Carrying Your Mobile Device; 3) Screen Care for Your Mobile Device. Devices that are broken or fail to work properly must be taken to the technology MAC Room. Loaner mobile devices may be issued to students when they leave their laptops for repair at the MAC Room.

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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to CISD Board Policy (CMB Legal) the District conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. *19 TAC 66.107(a)*. The accounting of the technology lending equipment will be entered into the Follett Asset Management System – Destiny Suite, CISD's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the CISD Librarian will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all CISD technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. CISD believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency. CISD provides and will continue to provide insurance for technology equipment including all laptops on loan to students. CISD also understands that these grant funds cannot be used to replace lost, stolen, or damaged equipment.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the application process of the Technology Lending Program Grant, the Technology Leadership Team re-examined the existing Student Acceptable Use Policy (AUP) to determine how a *Technology Lending Agreement* could be incorporated in the current AUP as well as in the Parent Laptop Handbook. Since CISD has had a one-to-one laptop initiative for 4 years, CISD documents already address responsible use and care of laptops and equipment loaned to students as well as the district digital resources and responsible use of the Internet. Parents or guardians of the students and the student must sign the AUP and return it to school before any equipment is issued. Members of the Technology Leadership Team agree that the *Technology Lending Agreement* for 9th graders will be slightly different and will specifically address the fact that this equipment was purchased through the TLPG.

Implementation of the Technology Lending Agreement will be seamless. Mobile tablets will be purchased as soon as possible after the grant award and will be distributed to students during a "Orientation." This is a process that students are already familiar with. The TLPG Project Director will lead the mandatory "Orientation" for parents and students. The AUP and the Technology Lending Agreement will be explained in detail to parents in both English and Spanish. Parents and students must sign the Acceptable Use Policy as well as the addendum for the Technology Lending Agreement before the laptop can be issued.

As a result of a federal mandate, CISD requires their staff and students to certify that they have learned about CyberSafety and Digital Citizenship. Both CyberSafety and Digital Citizenship are important performance indicators in the Technology Applications TEKS (TA:TEKS), No Child Left Behind (NCLB) and the International Society for Technology in Education (ISTE) National Education Technology Standards for Students, Teachers, and Administrators. The mission of the Digital Citizenship initiative is to promote cyber-awareness and education for all CISD students and staff. A curriculum has been carefully selected to prepare students to become responsible digital citizens. All students at CISD are required to watch the curriculum via video and participate in class discussion. At the conclusion of each module, teachers are expected to post comments in the Discussion Forum.

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